**K-5 Math Lesson Plan**

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| **Teacher: Santoro/Muire** | | | **Grade:1** | | | **Date(s)**: |
| **Unit Title:**  Unit 1: Count to 120 | | | | **Corresponding Unit Task: Task 2** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I write numbers up to 120? * How can I show an amount of objects with a written number? * How can I bundle ten ones to make one ten? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Set of student materials to use for modeling, overhead hundreds board, pencil top eraser, base 10 blocks | | **Student:**  glue stick, paper strips for 10’s and paper cubes for ones, construction paper, pencil | | | Tens, ones, bundles left-over, groups, digit, one digit number and two digit number | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1. NBT.2a** | | | | | |
| **I can Statement(s):**  I can write from 1 to 120. I can count objects up to 120. I can make bundles of ten. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) | | | | | |
| **Teacher Directed**: 1. Show the hundreds board on the overhead projector. Invite students to come and roll the eraser on the hundreds board. Have the class shout out the number the eraser lands on and write it on the board. Talk about how many tens and ones the number has as you write it on the board, pointing out again the number in the tens place, and which is in the ones place. Do this 4 times.  2. Model how to show the first number by writing it on the construction paper. Then, glue the correct number of ten strips and ones cubes to build that number. | | | | | |
| **Guided Practice:** Continue by having children write the next number from the board on their construction paper. Together, talk about how many ten strips and ones cubes they will need to build that number. Have each child select the ten strips and ones cubes needed for that number and guide them as they glue them down. | | | | | |
| **Independent Practice:** Student will then practice the skill individually by continuing the activity on their own with the remaining two numbers on the board. | | | | | |
| **Closing/Summarizing Strategy:** Gather children together once again on the carpet. Have children use the base 10 blocks to model the last two numbers that were on the board. This can be done whole group, with children modeling for the group, or they can turn to a partner and talk to their partner about what they did and model with the base 10 blocks. Check for understanding. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Use numbers greater than 50. Introduce the base 10 stamps to use for stamping larger numbers, rather than stamping by ones. | | |  | | |  |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |